

Whole Child Natural Progression Pattern Sequence						
Learning Activity	Experience/ Identify <i>Knowledge Level Basic Elements</i>	Explore/ Contextualize <i>Comprehension Level Relationship & Environment</i>	Apply/ Build Skills <i>Application Level Foundation & Structure</i>	Analyze/ Integrate <i>Analysis Level Systems Cause/Effect</i>	Research/ Create <i>Synthesis Level Expansion-Higher/Deeper</i>	Master/ Serve <i>Evaluation Level Mastery/Service</i>
Physical	Sensory awareness - movement Perception - ranging from sensory stimulation, through cue selection, to translation	Spatial/environmental awareness Exploration of physical environment Managing movement Readiness to act	Use of tools, toys, etc. Practice of specific skills, includes imitation and trial and error to reach adequacy in performance of skills.	Use of physical skills to obtain goals. Learned skills become habitual and can be performed with some confidence and proficiency	Refinement of physical perceptions, skills and abilities. Complex coordinated and automatic performance with minimum of energy	Desired level of control and ability to adapt and modify movement patterns – performance teaching/coaching
Emotional	Unconscious emotional perception and expression	Recognize and understand one's emotions	Regulate and manage emotions – impulse control	Ability to integrate emotions to motivate self, communicate about emotions, develop an ethical perspective	Develop empathy and hope	Altruism, a focus on humanity, skillful at sustaining positive relationships.
Intellectual	Seek information - Continual reception of stimuli combined with natural curiosity	Seek understanding - Determine importance to store knowledge in short or long term memory	Build skills – apply understanding to problems through instruction, discovery and practice	Make connections to other problems in same or different field - examine a wide range of interrelated questions.	Develop and express new insights related to in-depth study and research	Wisdom used to contribute to society (local or general)
Social	Awareness of self in world	Awareness of relationship to others in the (local) world – development of limited relationships	Development of skills in social interactions	Conscious of impact of behaviors on others in social situations	Ability to adapt to new social situations and interact in multiple diverse social situations	Ability to meaningfully influence or aid others
Aesthetic	Sensory and Cognitive awareness	Intrinsic perception of contrasts, similarities, relationships, etc. in both natural and manmade objects	Formalize concepts of beauty, proportion, unity, dissonance, ugliness, etc. to recognize meaning in human created objects/arts	Analyze systems, symbols, products, objects, works of art for meaning and overall aesthetic qualities	Development of personal aesthetic philosophy - Pursuit of aesthetic qualities in one's own life and environment	Personal aesthetic philosophy used to improve other's environments and bring meaning to human condition
Spiritual	Impressions Intuition	Belief in connection and purpose in world and life beyond physical self and perception	Practices to support beliefs	Values and practices based on perception of others and belief system	Efforts to expand knowledge, understanding, discernment, and practices	Assurance of purpose in and relationship to world and humanity